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ABSTRACT

This companion document designed to assist support persons in gaining the necessary understanding, awareness, and knowledge to participate effectively in the individualized education/employment program (IEP) process; five other companion documents; and an inservice guide comprise a series developed for assisting disabled persons in their transition from school to work. Its intended audience includes all school-community support persons involved in the IEP process--field coordinators, school administrators, community agency representatives, and regular teachers. The background and the purpose for having IEPs are presented in a clear and descriptive format. Specific suggestions are then provided regarding how to implement the school-community supportive services necessary for a smooth and successful transition of handicapped youth from education to work at the secondary and postsecondary levels. Sample student needs and support team member needs inventories are included. Step-by-step instructions are also provided for designing and completing the IEP form. A bibliography concludes the document. (YLB)

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Research and Development Series No. 257C

ED260239

EXTENDING HORIZONS: IEP PLANNING

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a document in the series

EXTENDING HORIZONS:

A RESOURCE FOR ASSISTING HANDICAPPED YOUTH IN THEIR TRANSITION FROM VOCATIONAL EDUCATION TO EMPLOYMENT

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Extending Horizons: IEP Planning is specifically designed to assist support persons in gaining the necessary understanding, awareness, and knowledge to participate effectively in the individualized education program (IEP) process. This publication not only will assist schools to meet the federal requirement of The Education for All Handicapped Children Act but also will provide step-by-step instructions for designing and completing the IEP plan. This document also provides specific suggestions regarding how to implement the school-community supportive services necessary for a smooth and successful transition of handicapped youth from education to work. The rationale and the background for the purpose of having IEPs as well as making the IEP work as a management tool are presented in a clear and descriptive format. All school-community support persons involved in the IEP process (e.g., field coordinators, school administrators, community agency representatives, and regular teachers) will find this publication useful.

MAKING THE INDIVIDUALIZED EDUCATION/EMPLOYMENT PROGRAM (IEP) WORK

Why Have IEPs?

In 1975 Congress passed Public Law 94-142, The Education for All Handicapped Children Act. This law specified that each handicapped child has the right to a free appropriate public education and that the delivery of this education must be directed or guided by an individualized education program (IEP) prepared annually. The IEP is the management tool by which the progress of each handicapped student is monitored.

Students who are handicapped, ages 3 through 21, are protected under Public Law 94-142 in which there are federally mandated, minimal specifications regarding who must be included in the IEP meeting. The following participants must be included in the IEP meeting:

- A representative of the local district other than the student's teacher, who is qualified to provide or supervise the provision of special education
- The student's teacher
- One or both of the student's parents or guardians
- The child when appropriate

Additional persons as appropriate for each child should be included in IEP meetings also. See the bibliography in which are cited additional resources (McKinney and Seay 1979; Phelps and Batchelor 1979) for additional information relative to the specific procedures of the IEP meeting, as required by Public Law 94-142.

In 1978 it was estimated that approximately 625,000 handicapped young people were leaving our nation's schools annually. It was projected that only 21 percent of that population would become fully employed; 40 percent would become underemployed and would function at the poverty level; and 26 percent would be on welfare (Buzzel and Martin, July 1978). Preparing youth for successful employment through preparation of school-community persons as teams for their support is an important goal for society. Utilizing the individualized education program (IEP) as a management tool assists handicapped students enrolled in vocational education at secondary and postsecondary levels to make a smooth transition from school to work. As students approach completion of their programs, an individualized employment program (also IEP) is developed to ensure that the needs of the employee and employer are being met. By extending the IEP concept into the employment phase, problems that may arise at the employment site can be prevented or dealt with quickly with minimal interruption to productivity.

Establishing the IEP Support Team

Selection of the IEP support team based on the individual needs of each student is key to successfully implementing the IEP. Support teams should be coordinated by a field coordinator who can be based in either the school, business or industry, or a rehabilitation facility. The field coordinator assists each student in selecting support team members appropriate to the student's interests and needs. The major role of team members is to plan jointly with the handicapped individual to identify and clarify mutual needs and expectations of the student, the teacher, and the employer. In order to implement effectively a smooth and successful transition of youth from vocational education to work, the support team members must be chosen with the needs of each individual student in mind. The needs of the student are the central focus of the support team. Support teams ideally will include more types of members than the four required by law. (See those listed in figure 1.) Composition of support teams will vary for each individual student, depending upon the needs identified for each student.

Secondary Level

It is assumed that each student enrolled in a secondary vocational program had an IEP team that worked with him or her the previous year. Because these team members are already familiar with the student, they can make a very significant contribution to the student's support team.

The field coordinator should ask the student to identify additional team members who may assist in this transitional process. Whether it is a neighbor who might help with transportation, a teacher with whom the student has worked or works closely, or an employer, these student-selected members will serve on the support team with an important knowledge base and a positive attitude.

Community agency specialists who have needed expertise and provide services that may enhance the student's transition are important resources to involve on the support team. For example, a blind student may involve a counselor from a vision center who has the most recent information on adaptive devices for the blind. Representatives from the Epilepsy Foundation, the speech and hearing center, the YWCA and YMCA, the Special Olympics, and crippled children's services, are examples of possible community resources that may provide speech, recreational, or physical therapy, or specialized counseling for the student. Specialists on the support teams can provide essential input concerning students' capabilities, skills, and interests. The field coordinator should take responsibility for including these specialists on the support teams as appropriate.

1. Team leader
2. Student
3. Vocational education personnel
4. Special education personnel
5. Academic teacher
6. Counseling personnel
7. Administrators/supervisors
8. Rehabilitation personnel
9. Parent, guardian, spouse
10. Employers
11. Peers, friends
12. Union representatives
13. Community service agencies, as appropriate

Figure 1. Suggested composition of support teams

Students who qualify for rehabilitation services should also involve their rehabilitation counselors on the support teams. The Rehabilitation Services Commission at state level is organized into two bureaus: The Bureau of Services for the Visually Impaired, and the Bureau of Vocational Rehabilitation, which serves disabled individuals other than the visually impaired.

When members of the support team have been identified, they should be invited to be on the team by either the student or the field coordinator. Ideally, the student should request the assistance of his or her prospective support team members. The field coordinator, however, may need to assist the student by contacting support persons to explain how their assistance and involvement contribute to the student's successful transition from school to work. The field coordinator should be certain that each initial contact is followed by a confirming letter.

The student who is actively involved with support team meetings follows the recommendations of the support team. The IEP should include the annual goals and short-term instructional objectives of the student as well as the suggestions, recommendations, and strategies that the support team generates to assist the student. Through the use of the IEP and incorporating in it the efforts of the support team, the students can successfully move from school to work.

Postsecondary Level

The process for setting up the postsecondary support team is very similar to the process used for establishing the secondary support team. An exception is that of the postsecondary student who may be able to take a greater degree of responsibility than a secondary student for identifying possible support team members. Postsecondary students frequently tend to be somewhat more mature than do secondary students.

The postsecondary student may more likely take initiative than does the secondary student in the following areas:

- Identifying the existing needs that must be met to make a smooth transition from school to work, such as
  - Transportation
  - Adaptive devices
  - Tutors, note takers, readers, etc.
  - Job contacts
- Making the arrangements for having team meetings
- Deciding the purpose and agenda of the team meeting
- Contacting team members
- Asking for assistance when needed

The field coordinator is ultimately responsible for facilitating each student's transition from school to work and needs to closely monitor the progress the student makes. By coordinating field resources for the support team process, the coordinator serves as a liaison person for the student or team members when needed. In providing liaison for support team members during the student's transition and through careful planning of inservice sessions for teams, the coordinator can provide experiences for support persons that enable their enhancing the experiences of the student.

Student Needs Inventory

A student inventory to determine individual needs is given to each student. (See the following Sample Student Needs Inventory.) This inventory can be completed by the student or with the assistance of another person (e.g., teacher, counselor, field coordinator) depending on the student's ability.

The Student Needs Inventory provides background information about each student and addresses needs in the following areas:

- Job search skills
- Adapting the work site
- Independent living skills

SAMPLE STUDENT NEEDS INVENTORY

Secondary Student ☐
Postsecondary Student ☐

1. In order to plan future inservice sessions that meet your needs, please complete the following by circling the amount or degree of interest that you have in the specific topics.

INTEREST				JOB SEARCH SKILLS
No	Little	Strong	Very Strong	Finding possible jobs and careers
No	Little	Strong	Very Strong	Finding what I like to do
No	Little	Strong	Very Strong	Locating and selecting a job
No	Little	Strong	Very Strong	Applying for a job
No	Little	Strong	Very Strong	Interviewing for a job
No	Little	Strong	Very Strong	Making decisions
No	Little	Strong	Very Strong	Surviving on the job

INTEREST				ADAPTING THE WORK SITE
No	Little	Strong	Very Strong	Changing the equipment and machines
No	Little	Strong	Very Strong	Changing the requirements of the job

INTEREST				INDEPENDENT LIVING SKILLS
No	Little	Strong	Very Strong	Managing personal and family finances (taxes, rent, budgets)
No	Little	Strong	Very Strong	Selecting, managing, and maintaining a home/apartment
No	Little	Strong	Very Strong	Caring for personal needs (dressing, grooming, health)
No	Little	Strong	Very Strong	Buying food and clothing
No	Little	Strong	Very Strong	Finding recreational activities
No	Little	Strong	Very Strong	Driving or finding transportation
No	Little	Strong	Very Strong	Getting around in the community

INTEREST				PERSONAL SOCIAL SKILLS
No	Little	Strong	Very Strong	Feeling good about myself
No	Little	Strong	Very Strong	Becoming responsible for my own behavior
No	Little	Strong	Very Strong	Being a good citizen – (taxes, etc.)
No	Little	Strong	Very Strong	Learning how to get along with others
No	Little	Strong	Very Strong	Learning how to solve problems
No	Little	Strong	Very Strong	Learning how to be independent

INTEREST				LEGISLATION
No	Little	Strong	Very Strong	Knowing my rights as a student
No	Little	Strong	Very Strong	Knowing my rights as an employee

INTEREST				FINANCIAL RESOURCES
No	Little	Strong	Very Strong	Getting money to finance my schooling
No	Little	Strong	Very Strong	Getting money to purchase special equipment
No	Little	Strong	Very Strong	Finding money to start my own business

SAMPLE STUDENT NEEDS INVENTORY—continued

II. Of all the interests which you have rated in I, list the four (4) which you feel are most important:

(1) _____

(2) _____

(3) _____

(4) _____

III. Please list any *other* topics about which you would like information:

(1) _____

(2) _____

IV. What kind of work do you want to do after you graduate?

(1) _____ (2) _____

Have you made any contacts with employers in these areas?

Yes____ No____

If *Yes*, please describe:

Employer **Address**

_____

V. Please list previous work experience (volunteer and/or paid).

Employer **Address** **Job Duties**

(1) _____

_____

_____

(2) _____

_____

_____

Your responses to these questions will be very helpful in planning with you throughout the year.

- Personal social skills
- Legislation
- Finances

The degree of student interest can range from "No Interest" to "Very Strong Interest." After rating each item, the student is asked to list the four most important items and any other topics about which the student would like additional information. From an analysis of the student questionnaire responses, one can determine whether there is a need to include additional resources for the support team in areas of student need not already represented on the team. For example, if a student has an interest, or a particular need in the legal rights area, a lawyer may be invited to join the support team as a resource person. A resource person provides input on specific issues, but does not necessarily remain on a continuing basis as a support team member provided the specific need has been met.

Support Team Member Needs Inventory

After student needs have been identified and support team members have indicated their interest in working with a student, the Support Team Member Needs Inventory is administered. (See the following Sample Support Team Member Needs Inventory.) Each prospective support team member will complete an assessment inventory that is comprised of the same areas as those addressed in the Student Needs Inventory. For each item of each area of the support team inventory, the support team person indicates the degree of need for training to enable him or her to provide the support needed by the student. Results from an analysis of these responses are helpful to the coordinator for planning inservice sessions for support team members.

Designing the IEP Form

The IEP form can be designed in any format that is functional for the handicapped student and the school personnel as long as the following components are included:

- **Present level of educational performance**—Herein are described the student's specific achievements to date in each content area. This information is needed for planning annual goals. Although test scores can be indicated, information should be described in meaningful statements of strengths and weaknesses (Parrish and Kok 1980, p. 232).
- **Annual goals**—An annual goal is the estimate of what the student will be able to do by the end of the school year in each content area requiring supportive services. Annual goals are based on the needs of the student and are required for each subject area in which the student is enrolled.
- **Short-term objectives**—The annual goal is broken down into smaller short-term objectives that indicate where a child should be at intermediate points throughout the year. A short-term objective statement includes these components:
  - The learner
  - An observable behavior
  - The conditions under which the objective is to be performed

SAMPLE SUPPORT TEAM MEMBER NEEDS INVENTORY

In order to assist our students effectively in their transition from school to work, it is important that support team persons have the necessary skills to provide needed assistance. Please place an "X" in the appropriate boxes below to indicate the degree of training you believe you need to gain skill in providing assistance to your student(s) in each of the following areas.

TRAINING NEEDED			AREAS
None	Some	Much	Job Search Skills
☐	☐	☐	Helping students explore possible jobs/careers
☐	☐	☐	Helping students identify their abilities, interests, and skills
☐	☐	☐	Helping students locate and select a job
☐	☐	☐	Helping students apply for a job
☐	☐	☐	Helping students interview for a job
☐	☐	☐	Helping students develop decision making skills
☐	☐	☐	Other (specify)_____
None	Some	Much	Adapting the Work Site
☐	☐	☐	Modifying equipment to assist students on the job
☐	☐	☐	Restructuring job descriptions
☐	☐	☐	Gaining knowledge of how employers adapt the work site to accommodate employees
☐	☐	☐	Other (specify)_____
None	Some	Much	Independent Living Skills
☐	☐	☐	Helping students manage personal and family finances
☐	☐	☐	Helping students find recreational activities
☐	☐	☐	Helping students to drive and/or find transportation
☐	☐	☐	Helping students to get around in the community
☐	☐	☐	Other (specify)_____

SAMPLE SUPPORT TEAM MEMBER NEEDS INVENTORY—continued

TRAINING NEEDED			AREAS
None	Some	Much	Personal-Social Skills
☐	☐	☐	Helping students acquire self-confidence
☐	☐	☐	Helping students solve problems
☐	☐	☐	Other (specify)_____
None	Some	Much	Legal Rights
☐	☐	☐	Knowing the legal rights of students
☐	☐	☐	Knowing the legal rights of employees
☐	☐	☐	Other (specify) _____
None	Some	Much	Financial Resources
☐	☐	☐	Helping students secure money to continue their schooling
☐	☐	☐	Helping students secure money to purchase specialized equipment
☐	☐	☐	Helping students secure financing to start a business
☐	☐	☐	Other (specify) _____

Below is a list of possible strategies for providing training for you to help gain competence in the areas previously described. Please indicate which kinds of strategies you prefer for inservice sessions by placing an "X" in front of the strategies of your choice.

___ Films
___ Panel discussion (i.e., employers, employees, students, school personnel)
___ Lecture/discussion (e.g., a lawyer lectures about legal rights)
___ Small group discussion
___ Large group discussion
___ On-site observation (e.g., visits to work sites)
___ Simulation activities (e.g., job interview practice sessions)
___ Read books/articles about a topic
___ Other (specify) _____

Please mark an "X" as appropriate:

☐Teacher ☐Counselor ☐Administrator ☐Employer ☐Parent

☐Spouse ☐Rehabilitation Services Personnel ☐Community Agency Personnel

☐Other (specify) _____

SAMPLE NOTICE OF INDIVIDUALIZED EDUCATION PROGRAM MEETING

Copies
Parent
Home School File
Vocational School File

Date: _____

Dear _____

A meeting to develop the individualized education program for this school year for _____ will be conducted as denoted below:

Date _____
Time _____
Place _____

You are requested and encouraged to attend the meeting. Please inform me if you find that the date or time or place is inconventient. We will attempt to help with any problems.

IEP Procedures

1. This will be an informal meeting.
2. Participants will include _____

   _____
3. Information discussed will be confidential.
4. Your copy of the results of the meeting will be kept on file at the school.

Thank you for your assistance in this matter. If you have questions, please feel free to call me at _____.

Sincerely

Special Education Vocational Coordinator

PLEASE CUT OFF THIS SLIP AND RETURN IT IN THE ENCLOSED ENVELOPE

I/We will be able to attend
I/We do not wish to attend
the meeting.

I am unable to attend at the above time but can attend on:
Date Time

I/We are sending informationto the teacher/coordinator which I/we would like you to consider in drawing up my daughter's/son's educational program. (Medical information, home behavior, special likes or dislikes, etc.)

Student's Name: _____ Phone: _____
Address: _____ Date: _____
Parent Signature: _____

- The standard or criterion that identifies the minimum performance required (McKinney and Seay 1979, p. 4)

An example of an objective written for the first quarter of a food services class is as follows:

> "Given a list of vocabulary terms used in recipes (saute, heat, stir) the student will describe each term with 95 percent accuracy."

- **Methods to meet student objectives and person responsible**—Although this is not mandated by law, team participants have found it helpful to list several methods that can assist the individual responsible for implementing each objective. By listing alternative methods of meeting objectives, the person responsible for that specific objective has a variety of resources to utilize in teaching or in providing support.

- **Projected date and duration of services**—The projected date indicates when the required services specified in the IEP are expected to begin. For example tutoring and early job placement may be initiated at different points in a student's academic program. The duration of services is the length and frequency of the services recommended as part of the individualized education program. The length, the frequency, and the duration of each session should, for example, be indicated, as noted below:
  - 45 minutes daily for 1 school year
  - 30 minutes, 2 times a week for 6 months (Parrish and Kok 1980, p. 232)

- **The extent of participation in regular education programs**—It is important to indicate the circumstances in which the student will be mainstreamed into a regular educational setting. Involvement during regular classes of instruction, mainstreamed lunch, recess, assembly program, and/or physical education settings should be specified within this area of the IEP. The times in which the student is integrated into regular experiences may offer opportunities for need of team member support (Parrish and Kok 1980, p. 233).

- **Appropriate objective criteria for evaluation**—The criteria for measuring the success of a student must be specifically stated in order to judge whether short-term objectives are met. Criteria can be measured in a variety of ways, such as
  - Percent of mastery
  - Time required to perform a task
  - Behavior or performance descriptions (Parrish and Kok 1980, p. 233)

- **Evaluation procedures**—This section can be combined with the previous section if desired. The evaluation procedures consist of a description of the method that will be used to determine attainment of the prescribed objectives as specified in the criteria. Some examples of evaluation procedures include the following:
  - Frequency counts, checklists, anecdotal notes, logs
  - Tests
  - Criterion-referenced performance

- **Evaluation Schedule**—The evaluation schedule simply specifies how often objectives are to be evaluated in order to determine mastery of each specific activity. Such evaluations

must be done at least annually. Adjusting a regular reporting schedule compatible with a school district's reporting schedules may be the appropriate schedule to adopt.

The design of the IEP instrument should accommodate recording the decisions and recommendations of the IEP support team members and can assume a number of formats. (Following are samples of IEP forms—one used at the secondary level and one used at the postsecondary level respectively.) The minimal requirement of the form has been presented; however, the form need not be limited to these few essential components. The forms should be designed to facilitate the needs of the student as well as the corrective plan of the IEP support team. According to Blackenship (1977) "The point to keep in mind is that the process of developing a child's IEP is more important than designing a form" (p. 17).

Completing the IEP Form

In order to assist the support team in completing the IEP, the following suggestions are made:

1. **Select a mutually convenient time and location**—In order to ensure attendance by those required to attend the meeting, it is best to arrange the meeting at the convenience of the majority of the support team.

   Who: The team leader, the district representative, parent or guardian, and the handicapped person.

   How: Check with team members and determine the preferred time to meet. Attempt to arrange meetings around parents' work schedules and teachers' class schedules.

   When: A reasonable length of time before the IEP meeting

2. **Notify all IEP participants**—Federal regulations specify requirements concerning the notification of parents of students, ages 3 through 21. A meeting may be conducted without a parent in attendance if the local district is unable to convince the parent(s) that he or she should attend the IEP conference. It is suggested that a competent and appropriate person be asked to sit in for the parent of the student, if the parent(s) is unwilling to participate. The local district should set up a system of records to document attempts to arrange a mutually convenient time and place. Examples of documentation include telephone logs, copies of correspondence, and detailed records of visits to the parents.

   Who: Team leader or district representative.

   How: Notify in writing all IEP participants of the date, time, and place of the meeting. Request that an acceptance/rejection slip be returned to the school. (See the following Sample Notice of Individualized Education Program Meeting.)

   When: Confirm in writing the time, place, and purpose of the meeting once a mutually agreeable time and place are determined. (See the return acknowledgement in the following Sample Notice of Individualized Education Program Meeting.)

3. **Complete demographic data**—Demographic information such as name, address, and birthdate can be completed prior to the IEP conference. These data should be checked for accuracy at the beginning of the scheduled IEP meeting.

SAMPLE SECONDARY SCHOOL
INDIVIDUALIZED EDUCATION/EMPLOYMENT PROGRAM

Copies
Parent
Teacher(s)
Central File
Home School District

Placement Team Report: Date: _____
Annual Review Report: Date: _____

Pupil's Name (Print) _____ Birthdate _____ Age _____ School Year _____
(Last) (First) (Middle)

Parent/Guardian _____ Address _____ Phone: _____

City _____ Zip _____ Recommended District or Educational Agency of Attendance _____

Identified Handicapping Area: _____

PROGRAM & SERVICES	Check Needs	Date to be Initiated	Anticipated Duration	EVALUATION PROCEDURES COMPLETED INFORMATION GATHERED Date Completed: Comments:
Vocational Program				Medical
				Phychological
Regular Academic Class				Speech/Hearing
Basic Academic Class				Audiogram
Tutoring:				Visual Testing
Vocational School				Teacher Assessment
Home School				
Transportation				Parent/Teacher Conf.
Home Instruction				Orthopedic
Speech & Hearing				Other
Other				Evaluation Data Adequate: Yes No
Other				Specify Needed Data:
Other				

PRESENT LEVELOF EDUCATIONAL PERFORMANCE:

1. Academic: (Date: _____)

2. Aptitude:
   Learning expectancy level:

3. Rehabilitation Personnel Statement

4. Learning Modality:

5. Adaptive Behavior:

6. Other

SAMPLE SECONDARY SCHOOL
INDIVIDUAL EDUCATION/EMPLOYMENT PROGRAM—continued

Annual Goals	Short-Term Instructional Objectives	Evaluation Procedures & Criteria

The above recommendations have been made by the Placement /IEP Committee and we feel this is the appropriate Placement /IEP.

Parent did _____ did not _____ attend the conference.

CONFERENCE PARTICIPANTS:

Parent/Date: _____

Teacher/Date: _____

Student/Date: _____

Special Ed. Voc. Coor./Date: _____

Evaluator/Date: _____

Chairperson/Date: _____

District Representative/Date: _____

Other/Date: _____

I have received the above educational program/ IEP and accept _____do not accept _____ the recommendation of the committee.

_____

Date Signature of Parent

SAMPLE POSTSECONDARY SCHOOL
INDIVIDUALIZED EDUCATION/EMPLOYMENT PROGRAM

I. Personal Data

Name _____ Technology _____

Address (local) _____ Graduation Date _____

_____ Birthdate _____

Address (home) _____ Social Security Number _____

_____ Telephone (local) _____ (home) _____

II. Present Level

Disability _____ _____ Support Services Used _____

Functional Capabilities _____ _____

_____ _____

Rehabilitation Personnel Statement _____ Additional Supportive Services Needed _____

_____ _____

III. Team Members

Name	Agency	Address	Phone

SAMPLE POSTSECONDARY SCHOOL
INDIVIDUALIZED EDUCATION/EMPLOYMENT PROGRAM – continued

IV. Projected Needs _____

Education/Vocational _____

_____

Financial _____

_____

Personal/Social _____

_____

Medical _____

_____

Other _____

_____

V. Career Goal(s) _____

_____

VI. Annual Goal(s) _____

_____

☐ Release signed

☐ Project explained

☐ Initial team meeting held

☐ Team coordinator selected

Date Signed _____

Review Dates _____

Signatures:

Team Coordinator _____

Student _____

SAMPLE POSTSECONDARY SCHOOL
INDIVIDUALIZED EDUCATION/EMPLOYMENT PROGRAM – continued

Program Plan

Student Name _____ Quarter _____

Quarterly Objectives	Methods	Person Responsible	Resources/ Materials To Be Used	Expected Date of Completion	Method for Evaluation	Date Completed

Who: The field coordinator, a secretary, or support persons.

How: Obtain demographic data from either student records or the previous year's IEP.

When: Prior to the IEP meeting.

4. **List present level of educational performance with respect to both strengths and weaknesses**—The interpretation of all diagnostic data relevant to the student under consideration should be available to the support team members. Levels of performance should be written in terms of strengths, weaknesses, level of academic achievement, aptitudes, and learning modalities.

Who: The team leader should request input from vocational and academic teachers and other appropriate diagnosticians who may have administered any tests.

How: Levels of performance should be written in terms of strengths, weaknesses, level of academic achievement, aptitudes, and learning modalities.

When: Interpretations of tests should be completed immediately following testing and then discussed and transferred to the IEP form during the IEP meeting (McKinney and Seay 1979, p. 17).

5. **Specify and prioritize annual goals**—Goals should be an outgrowth of the needs, interests, and educational expectations of the student (McKinney and Seay 1979, p. 17). The individualized nature of the IEP assumes that the annual goals and services indicated are designed to meet that single student's needs, not the classes' needs.

Who: The IEP support team including the student has the responsibility to establish goals that are attainable in one year. The field coordinator is directly responsible for assuring that appropriate annual goals are selected.

How: Annual goals can be established through an analysis of the following:

- The student needs inventory that specifies the needs and interests of the student
- Present level of performance of the student
- Students' career goal, if specified, and
- Graduation and course requirements of the school district

When: Annual goals are established at the IEP conference with input and agreement from all participants.

6. **Specify short-term objectives**—It is recommended that short-term behavioral objectives are written for each annual goal using the criterion-referenced procedures for measuring success in performance.

Who: Although the team leader is ultimately responsible for coordinating the IEP process, the objectives themselves should be written by the academic, vocational, and special education teachers responsible for teaching the content of each objective.

How: A criterion-referenced objective should include four essential components:

a. The specified learner,

b. The conditions under which an objective is performed,

c. The specific behavior that is sought or anticipated, and

d. The criteria or standards needed to determine whether the objective has been successfully completed.

For more information on how to write objectives, see Robert F. Mager's book, *Preparing Instructional Objectives*, in the Bibliography.

When: Objectives should be written each week, quarter, or semester at the support team meeting.

7. **Specify the methods for completing each objective and the person responsible**—Support team members provide ongoing support by attending planning meetings, monitoring the methods necessary to complete each objective, and providing counsel as appropriate to the student. The IEP support team meets periodically to assure that progress is made toward each objective.

Who: Each IEP support team member takes responsibility for monitoring one or more of the objectives. The field coordinator, however, coordinates all team leaders to assure that all objectives are met in a timely manner.

How: The team leader calls team meetings to coordinate, monitor, and brainstorm successful methods needed to meet the objectives. Many times the student may request the team leader to call a meeting.

When: Meetings should be held as often as necessary to ensure completion of the goals and objectives. At a minimum, team meetings should be held once a quarter.

8. **Specify the projected date for initiation and the duration of service**—Taking into consideration the present level of performance and the specified goals, IEP team members should determine when the supportive services needed to meet the goals should be initiated and for how long they will be needed. For example, if tutoring is necessary for the duration of enrollment in a history class in which the student is mainstreamed, then the tutoring service and the date of initiation should be specified in the IEP. The duration, including the length and frequency of the service, should also be indicated.

Who: The team leader with input from the support team should specify the projected date for initiation and duration of support services such as tutors, note takers, readers, and so forth.

How: Services such as note takers, readers, tutors and resource room support are indicated on the appropriate section of the IEP. A team member should take responsibility for being certain that each resource support is provided as specified in the IEP.

When: Services needed to provide a free appropriate public education are decided at the IEP meeting.

9. **Recommend student placement**—The support team's critical task is to recommend the appropriate placement in the least restrictive environment where the student can profitably receive the specified services and resources (McKinney and Seay 1979, p. 17).

Who: IEP support team.

How: The students' placement is recommended by examining the needs, interests, present levels of performances, and annual goals of the student, supportive services, and resources required and available.

When: IEP support team meeting.

10. **Specify the extent of participation in regular education**—Since participation in regular education is not only encouraged to the maximum extent possible in the least restrictive environment, but is mandated in Public Law 94-142 (The Education for all Handicapped Children Act), this must be specified on the IEP.

Who: The team leader should specify on the IEP the extent of participation in regular education.

How: Enroll students in regular physical education activities, academic classes, lunch periods, or assemblies as appropriate for the capabilities of each.

When: The extent of participation of students in regular education should be determined at the IEP meeting and reviewed at each support team meeting throughout the year.

11. **Specify the criteria and schedule of the evaluation procedures**—In order to determine student progress, evaluation procedures must be specified in the IEP. The evaluation design establishes the criteria, the procedures for measuring the criteria, and the schedule (dates) for determining the progress of the student.

Who: The IEP support team members are responsible for evaluation of student progress. The analysis of evaluation data collected about participant progress and the model is completed by the coordinator or anyone else designated the responsibility to do so.

How: Evaluation procedures are established at the initial IEP meeting. (See no. 6, d, p. 26). The evaluation process should be reviewed at IEP meetings.

When: At each IEP support team meeting, the objectives should be evaluated to determine the progress of the student and the appropriateness of the objectives.

12. **Obtain approval of the IEP team members**—Once all the steps previously described have been completed, those members of the support team who concur with the IEP plan sign it. If parents have chosen not to attend, the signature of the person who represents the parent role should sign the IEP. A telephone conference or a home visit may be utilized to inform and explain the individualized education program plan to the parents. The home school district is responsible for the development of the IEP. One should document carefully the steps taken by school officials and/or the team leader to involve the parent in the IEP process and conference.

Who: The team leader or a person designated by the school administrator

How: Signatures should be obtained at the IEP meeting.

When: Each school district will determine any policies relating to developing the IEP at the IEP meeting.

CONCLUSION

The IEP must be reviewed once a year, as mandated by Public Law 94-142. Teachers and other support team persons are encouraged, however, to convene IEP teams more frequently than once a year.

It is important that the team review with the student periodically the progress being made in meeting the IEP goals and objectives. If by chance the teacher finds that the projected goals or objectives cannot be completed as specified in the IEP plan, changes or modifications can be agreed upon by the support eam. These changes can be requested by any member of the support team, but it is the local school district which is held responsible for carrying out the IEP process (Halloran 1978, p. 41).

Parents have the right to appeal any decision made by the school district by requesting an impartial due-process hearing regarding a proposed change in the placement of their son or daughter. The philosophy projected herein is that a team meeting can be called at any time that is mutually convenient to the support team members. In fact, support teams are encouraged to meet as often as necessary to review the progress made by the student and to ensure that the proper course of action is taken to plan for the student's transition from school to work.

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